

# CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Room 5111  
P.O. Box 944272  
Sacramento, CA 94244-2720  
916-319-0827



## AUGUST 2003 INFORMATION MEMORANDUM

TO: Members, State Board of Education

FROM: Deborah Franklin, Education Policy Consultant

SUBJECT: Report on Regional Public Hearings Regarding the California Alternative Performance Assessment Performance Standards

At the July 2003 State Board of Education meeting, the State Board took action to (1) approve the California Alternate Performance Assessment (CAPA) Performance Standards as recommended by the Performance Standard-Setting Panel; (2) direct staff to hold three regional public hearings in July; and (3) adopt the CAPA Performance Standards as recommended by the Performance Standard-Setting Panel conditioned on receiving no comments specific to the cut points at the regional public hearings. No comments specific to the cut points were received, and thus this condition of adoption has been met.

State Board staff and California Department of Education staff held regional public hearings at different four locations on July 22, 2003. Two of the regional public hearings, those held at Riverside and Santa Clara County Offices of Education, were solely by videoconference with no members of the public attending at the Sacramento videoconference site. Members of the public attended the third regional public hearing at the Humboldt County Office of Education and the Sacramento videoconference site. Please see the enclosed regional public hearing announcement for additional details.

A total of 20 members of the public attended the regional public hearings—county administrators, district administrators, teachers, and a charter school community representative. The discussion at the regional public hearings involved three areas: questions about the administration of CAPA, general comments about the test, and requests for additional information about the CAPA and *No Child Left Behind* Act (NCLB).

The questions were primarily concerned with:

- Which students should take the CAPA and at which level of the test.
- The performance standards-setting process itself.
- When the CAPA results would be posted on the website.
- When the individual student reports would be available for parents/guardians.

General comments about the CAPA included:

- Statements about the value of information on student performance gained from the CAPA administration.
- Suggestions that the survey of teachers who administer the test be posted on the web during the CAPA administration window.
- Remarks on the difficulty of Level 1 test items for the most severely involved students.

Requests for additional information included:

- Staff development for teachers on the CAPA and the administration of CAPA.
- Training on NCLB requirements for assessment of all students.
- Requests for instructional materials that teach the skills being tested.

While many comments were made, no one at the regional public hearings suggested modifications or objected to the cut points for the CAPA performance standards. (Please see the enclosed charts for specific cut points recommended by the CAPA Performance Level Setting Panel.) With this condition of adoption met, the CAPA Performance Standards are now adopted by the State Board and will be utilized in the state's accountability system, including the Academic Performance Index.

If you have questions about the regional public hearings or wish to view a videotape of the hearings, please contact me at 916-319-0693.

cc: CDE Executive Staff

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**REGIONAL PUBLIC HEARINGS**

California State Board of Education

**Proposed Performance Standards (Levels) For the  
California Alternate Performance Assessment (CAPA)**

To be used in reporting the student performance on the corresponding  
California Alternate Performance Assessment administered in spring  
2003 and thereafter

<p><b>Tuesday, July 22, 2003</b>  <b>9:30 a.m. – 10:30 a.m.</b></p> <p>Bay Area/Coastal Region</p> <p><b><i>BY VIDEO CONFERENCE</i></b></p> <p>Santa Clara  County Office of Education  Gilroy Conference Room  1290 Ridder Park Drive  San Jose, CA 95131  (408) 453-6500</p>	<p><b>Tuesday, July 22, 2003</b>  <b>2:00 p.m. – 3:00 p.m.</b></p> <p>North/Central Valley/Sierra  Region</p> <p><b><i>BY VIDEO CONFERENCE</i></b></p> <p>Humboldt  County Office of Education  Madrone Room  901 Myrtle Avenue  Eureka, CA 95501  (707) 445-7043</p> <p><b><i>AND</i></b></p> <p>California Department of  Education  1430 N Street, Room 3102  Sacramento, CA 95814</p>	<p><b>Tuesday, July 22, 2003</b>  <b>3:30 p.m. – 4:30 p.m.</b></p> <p>South/Inland Empire Region</p> <p><b><i>BY VIDEO CONFERENCE</i></b></p> <p>Riverside  County Office of Education  Conference Center, Cree Room  3939 13<sup>th</sup> Street  Riverside, CA 92501  (909) 826-6530</p>
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California State Board of Education  
**Proposed Performance Standards (Levels) for English-Language Arts**  
**(California Alternate Performance Assessment for English-Language Arts, Grades 2-11)**

To be used in reporting the results of these tests in spring 2003 and thereafter

<b>CAPA LEVEL</b>	<b>Far Below Basic</b>			<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points
<b>Level I</b>	<b>12%</b>	<b>&lt;9</b>	<b>N/A</b>	<b>7%</b>	<b>9</b>	<b>22%</b>	<b>9%</b>	<b>14</b>	<b>35%</b>	<b>27%</b>	<b>20</b>	<b>50%</b>	<b>45%</b>	<b>31</b>	<b>78%</b>
<b>Level II</b>	<b>4%</b>	<b>&lt;7</b>	<b>N/A</b>	<b>10%</b>	<b>7</b>	<b>22%</b>	<b>25%</b>	<b>13</b>	<b>41%</b>	<b>35%</b>	<b>20</b>	<b>62%</b>	<b>27%</b>	<b>27</b>	<b>84%</b>
<b>Level III</b>	<b>6%</b>	<b>&lt;9</b>	<b>N/A</b>	<b>18%</b>	<b>9</b>	<b>28%</b>	<b>22%</b>	<b>16</b>	<b>50%</b>	<b>25%</b>	<b>22</b>	<b>69%</b>	<b>30%</b>	<b>28</b>	<b>88%</b>
<b>Level IV</b>	<b>15%</b>	<b>&lt;13</b>	<b>N/A</b>	<b>17%</b>	<b>13</b>	<b>41%</b>	<b>17%</b>	<b>18</b>	<b>56%</b>	<b>21%</b>	<b>23</b>	<b>72%</b>	<b>30%</b>	<b>28</b>	<b>88%</b>
<b>Level V</b>	<b>14%</b>	<b>&lt;15</b>	<b>N/A</b>	<b>14%</b>	<b>15</b>	<b>47%</b>	<b>14%</b>	<b>20</b>	<b>62%</b>	<b>21%</b>	<b>25</b>	<b>78%</b>	<b>36%</b>	<b>29</b>	<b>91%</b>

% Students	Percent of students scoring within this performance standard (level)
Number of Points	Minimum number of raw score points needed to achieve this performance standard (level).
% of Points	Minimum percent of total possible points needed to achieve this performance standard (level).

California State Board of Education  
**Proposed Performance Standards (Levels) for Mathematics**  
**(California Alternate Performance Assessment for Mathematics, Grades 2-11)**

To be used in reporting the results of these tests in spring 2003 and thereafter

<b>CAPA LEVEL</b>	<b>Far Below Basic</b>			<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points	% of Students	Number of Points	% of Points
<b>Level I</b>	<b>20%</b>	<b>&lt;6</b>	<b>N/A</b>	<b>24%</b>	<b>6</b>	<b>15%</b>	<b>17%</b>	<b>17</b>	<b>42%</b>	<b>27%</b>	<b>24</b>	<b>60%</b>	<b>13%</b>	<b>34</b>	<b>85%</b>
<b>Level II</b>	<b>3%</b>	<b>&lt;9</b>	<b>N/A</b>	<b>5%</b>	<b>9</b>	<b>28%</b>	<b>23%</b>	<b>14</b>	<b>44%</b>	<b>36%</b>	<b>21</b>	<b>66%</b>	<b>33%</b>	<b>27</b>	<b>84%</b>
<b>Level III</b>	<b>3%</b>	<b>&lt;9</b>	<b>N/A</b>	<b>9%</b>	<b>9</b>	<b>28%</b>	<b>20%</b>	<b>15</b>	<b>47%</b>	<b>39%</b>	<b>21</b>	<b>66%</b>	<b>29%</b>	<b>28</b>	<b>88%</b>
<b>Level IV</b>	<b>19%</b>	<b>&lt;15</b>	<b>N/A</b>	<b>16%</b>	<b>15</b>	<b>47%</b>	<b>27%</b>	<b>19</b>	<b>59%</b>	<b>19%</b>	<b>24</b>	<b>75%</b>	<b>19%</b>	<b>28</b>	<b>88%</b>
<b>Level V</b>	<b>15%</b>	<b>&lt;16</b>	<b>N/A</b>	<b>15%</b>	<b>16</b>	<b>50%</b>	<b>23%</b>	<b>20</b>	<b>62%</b>	<b>22%</b>	<b>25</b>	<b>78%</b>	<b>24%</b>	<b>29</b>	<b>91%</b>

% Students	Percent of students scoring within this performance standard (level)
Number of Points	Minimum number of raw score points needed to achieve this performance standard (level).
% of Points	Minimum percent of total possible points needed to achieve this performance standard (level).